

## Continuing with Literary Nonfiction



### Lesson Preparation

| Daily Lesson 18                                 | WORD STUDY  |              | READING  |              |
|---|---|--------------|--|--------------|
|   | TEKS  | Ongoing TEKS | TEKS   | Ongoing TEKS |
|   | E1.1D,E   |              | E1.Fig19A<br>E1.2A,B<br>E1.6A  |              |
| <b>Key Understandings and Guiding Questions</b> | <ul style="list-style-type: none"> <li>Understanding new words, concepts, and relationships enhances comprehension and oral and written communication.</li> </ul> <p>—How does an understanding of foreign words help my comprehension of written text?</p> |              | <ul style="list-style-type: none"> <li>Literary analysis of genres improves the reader's ability to determine author's purpose and message.</li> </ul> <p>—How does understanding of a genre help to determine the author's purpose and message?</p> <ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> </ul> <p>—How do authors of nonfiction convey a message?</p> |              |
| <b>Vocabulary of Instruction</b>                | <ul style="list-style-type: none"> <li>Foreign word</li> </ul>  |              | <ul style="list-style-type: none"> <li>Nonfiction</li> <li>Literary essay</li> </ul>   |              |
| <b>Materials</b>                                | <ul style="list-style-type: none"> <li>Vocabulary Notebook (1 per student)</li> <li>List of 4 foreign words/phrases (1)</li> <li>Dictionary or access to online resource</li> <li>Chart paper (if applicable)</li> </ul>                                    |              | <ul style="list-style-type: none"> <li>Writer's Notebook (1 per student)</li> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Literary nonfiction text (class set)</li> <li>Chart paper (if applicable)</li> </ul>   |              |
| <b>Attachments and Resources</b>                |   |              | <ul style="list-style-type: none"> <li>Teacher Resource: <b>English 1 Unit 01 Writing Appetizer</b></li> </ul>   |              |
| <b>Advance Preparation</b>                      | <ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Select and prepare 4 foreign words/phrases that are commonly used in the English language.</li> </ol>  |              | <ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Locate an example of a literary essay in which the author uses personal examples to explain, present a perspective, or describe a situation or event. Prepare background knowledge as necessary.</li> </ol>   |              |

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|                               |   | 3. Refer to: Teacher Resource: <b>English 1 Unit 01 Writing Appetizer</b> . Prepare accordingly.  |
| <b>Background Information</b> | <p>Possible examples of foreign words and phrases used frequently in written English:</p> <ul style="list-style-type: none"> <li>• Caveat emptor</li> <li>• Carte blanche</li> <li>• Tête-à-tête</li> <li>• Pas de deux</li> <li>• Bon appetite</li> <li>• Quid pro quo</li> </ul> <p>This Instructional Routine partially assesses Performance Indicator:<br/> <i>"Write multiple entries that demonstrate knowledge of new words, their meanings, and origins."</i></p> | Literary essay - an essay that relates an actual experience, event, or perspective on a topic using the techniques and elements of literary writing |
| <b>Teacher Notes</b>          | Many foreign words that are commonly used in the English language can be found in the classroom dictionary and online.  |   |

## Instructional Routines

| Daily Lesson<br>18            | WORD STUDY   | READING   |
|-------------------------------|--|---|
| <b>Duration and Objective</b> | <p>Suggested Duration: 10-15 min.</p> <p><u>Content Objective:</u> Students describe the origins and meanings of foreign words or phrases used frequently in written English.</p>  | <p>Suggested Duration: 40-45 min.</p> <p><u>Content Objective:</u> Students analyze the similarities and differences between literary devices used in fiction and those used in a literary essay.</p>   |
| <b>Mini Lesson</b>            | <ol style="list-style-type: none"> <li>1. Display the prepared list of foreign words and phrases. Instruct students to copy the words into the Vocabulary Notebook, leaving several lines empty between each word.</li> <li>2. Ask: <b>Have you seen or heard these words before? What do you think they mean?</b> Students share ideas in partners and record predicted meanings in the Vocabulary Notebook.</li> </ol> | <ol style="list-style-type: none"> <li>1. Writing Appetizer</li> <li>2. Review with students the literary devices and techniques they examined while reading fictional text. This should include plot development, characterization, point of view, figurative language, etc.</li> <li>3. Prepare students to examine a different genre, literary <i>nonfiction</i>, as they read and analyze literary essays. Explain that these essays will contain many of the same elements and literary devices as fiction.</li> <li>4. Distribute and introduce literary essay, providing background knowledge as needed.</li> <li>5. Instruct students to create a Venn diagram in the Reader's Notebook with the labels <i>Fiction</i> and <i>Literary Nonfiction</i>.</li> <li>6. Begin reading the text aloud. Ask: <b>What is the author's purpose in this selection?</b> Discuss responses. Ask: <b>Is this similar or different from the author's purpose in a fictional text?</b> Discuss responses and have students add information to their Venn diagrams.</li> <li>7. Continue reading, pausing periodically to <b>Think Aloud</b> to identify either a similarity or difference in literary nonfiction and fiction.</li> </ol> |
| <b>Learning Applications</b>  | <ol style="list-style-type: none"> <li>1. With a partner, students confirm their definitions using a dictionary (printed or electronic) and create visual representations of the words/phrases in the Vocabulary Notebook.</li> </ol>  | <ol style="list-style-type: none"> <li>1. In <b>Collaborative Groups</b>, students continue to read the literary essay, pausing to reflect, discuss and add information to their Venn diagrams.</li> </ol>  |
| <b>Closure</b>                | <ol style="list-style-type: none"> <li>1. Volunteers share their visual representations.</li> <li>2. Add words to the class Word Wall.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Each group shares their Venn diagram and students add information as needed to the one they have created in their Reader's Notebook.</li> </ol>   |

